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ABSTRACT

The International Project "What Education for What Citizenship?", covering about 40 countries, is the first project ever conceived on such a scale and having a truly cross-cultural character. This publication discusses methods used to address some major questions related to increasing the relevance and efficiency of citizenship education. Discussion throughout is placed in the context of two major universalizing global trends: (1) the generalization of the free market economy, together with policies aimed at fast development; and (2) political transitions towards the establishment of democratic regimes. After describing the activities of the project and the need for citizenship education, a framework for building the concept of citizenship and the nature of citizenship education is presented. Four main content dimensions of citizenship education are reviewed: human rights, democracy, development, and peace. Five main criteria to approach citizenship education are identified: pluralism, a multi-level perspective, institutional wholeness, integrative and holistic approaches, and cultural relevance. Organization of messages, teaching/learning strategies, and learning processes are key implementation concerns discussed. Finally, strategies by which information on citizenship and education should be distributed are provided. The publication contains a listing of major research findings that need extended cross-cultural verification. (LZ)

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WhatEducation for What Citizenship?

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Educational INNOVATION and Information

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EDUCATION FOR CITIZENSHIP

In October 1994, the international educational community met in Geneva — during the forty-fourth session of the International Conference on Education (ICE) — to discuss and define lines of communal action in favour of education for peace, human rights and democracy. This Conference enabled us not only to appreciate the great concern aroused in all regions of the world by the phenomena of xenophobia, violence and violations of human rights, but also awareness about the responsibility falling on educators in the definition and application of action strategies to construct a peaceful and just world.

In this way, educational discussions in the final decade of the twentieth century resemble in many ways discussions which were taking place in various regions of the world at the end of the nineteenth century. The most important aspect of these discussions is that which refers precisely to the importance of education in the process of forming the citizen. The way in which the training of the citizen was defined at the end of the nineteenth century was in terms of democracy and the nation-State. Civic and moral instruction, history and national language were, from the point of view of content, the school subjects in which could be found the greatest concern for the process of training future citizens.

These types of education remained valid during the greater part of the twentieth century and inspired educational activity in other parts of the world, far removed from the region in which they originated. Recent changes in the political, economic and cultural world scenario have, however, sparked off a general feeling of dissatisfaction with educational responses to the present need for citizenship formation. The society in which present and future citizens should act is much more complicated, more global, and is subject to an accelerated and continuous rhythm of change. New concerns have arisen — the universality of human rights; environmental concerns; migration; the weakening of the nation-State, either through the rise of supra-national bodies or through demands for local identity; the crisis in political representation resulting from the disappearance of ideological blocs; as well as other aspects which could be added depending on regional situations — which at present are obliging us to redefine educational strategies designed for citizenship training.

The redefinition of strategies cannot, however, take place without a solid foundation of information and knowledge about the new situation. Gathering and analyzing information in a comparative way, and transforming it into useful knowledge to explain situations and for decision-making, represent some of the actions necessary to ensure the relevance of these new strategies. For this purpose, the IBE has launched an international comparative research project entitled 'What Education for What Citizenship' which, in the context of follow-up to the forty-fourth session of the ICE, is designed to contribute to satisfying the need to train a democratic citizen, firmly established in his/her own culture, but open to the world.

The project consists of three important functions: research, experiment and information.

Within this perspective, the project finds that it is indispensable to define what knowledge is internationally available in the field of citizenship training, what needs to be further explored and, finally, what constitutes new knowledge about the role of formal education and the school actors in developing lines of action that will enable youngsters to become responsible and active citizens in their communities.

The project also considers it necessary to evaluate knowledge and experience gathered through existing research before disseminating them worldwide. The dissemination of knowledge arising from various contexts, without its value having been previously tested in specific and controlled situations, could lead to the taking of wrong decisions and therefore to inefficiency. In coping with the problems of the world today, two major concerns must be addressed at the same time: increasing the efficiency of national education systems; and finding ways to reinforce international educational co-operation and, in this way, developing shared educational approaches that contribute to the building of a culture of peace and democracy.

To ensure that the results of this research and experimentation reach those responsible for educational decision-making and practice, the project will promote institutional networking and communication as a means of continuously enriching information, reflection and action at national levels, and as a way of reinforcing links and sharing resources with other countries.

The project is being carried out with the active collaboration of UNESCO's Associated Schools, the National Commissions for UNESCO in numerous Member States and with the advice of a selected group of scientists from various regions of the world.

J.C. TEDESCO,
Director

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THE NEED TO REINFORCE CITIZENSHIP EDUCATION WORLDWIDE: a conceptual framework for research

In the world today, two major universalizing trends are at work: the generalization of the free market economy, together with policies aimed at fast development; and political transitions towards the establishment of democratic regimes. These mutations are provoking profound changes without precedent in human history at the level of culture, as well as on individual and collective behaviours and, given their broad scope and rapidity, they are at the origin of tensions, disorder and conflict.

World events are there to remind us – unfortunately all too frequently – that democracy and the rule of law are not historical necessities, are not ineluctable, but a victory of human moral sense that needs constantly to be reinforced and renewed in the minds of all individuals. That is what education for citizenship is all about.

What is this project about?

The International Project 'What Education for What Citizenship?', covering about forty countries, is the first project ever conceived on such a scale and having a truly cross-cultural character. Although it is well known that in many countries there are already valuable experiences in the field of education for citizenship, it is still necessary to consider some major questions which may lead to increasing the relevance and efficiency of prevailing educational activities in this field.

- *First*, we should identify what are – in various countries and localities – the educational and socio-cultural factors which have the most influence on the acquisition of knowledge and the formation of value orientations and attitudes leading to an acceptable practice of citizenship;
- *Second*, we should recognize that educational outcomes are the result of a complex system of influences. It then seems worthwhile seeking to identify what arrangements of educational factors may increase the effectiveness of citizenship education (for instance, research points out that the teachers' influence on student's socialization is more significant when there is a certain coherence between their views and those of the parents; or that extra-curricular activities have more influence in shaping a citizen's character than the taught curriculum);
- A *third* aspect that deserves consideration – for which cross-cultural research may be indispensable – is the identification of types of approaches to citizenship education (i.e. paying attention to the content emphasized, the training and teaching strategies employed, the organization of school relationships, approaches to extra-curricular activities, linkages with the outside community, etc.). Discovering educational common ground between countries may constitute the raw material for designing core common practices for citizenship education, thus contributing to the ideal of building of a shared culture of peace, democracy and human rights, while respecting a variety of cultural identities.

The Project then has two main functions to be implemented through research, experimentation and information:

1. **Gathering new knowledge encouraging a better understanding of citizenship education practices in Member States; and correlatively,**
2. **Helping to formulate educational policies for citizenship education based upon relevant and reliable empirical evidence.**

Project implementation

Managed by UNESCO's International Bureau of Education (IBE), the Project will be organized through three main phases: research, experimentation and information. The rationale behind this multifunctional approach is that, before conducting a worldwide diffusion of research findings and resulting strategy proposals, it is worthwhile evaluating their usefulness in actual situations. Such a sensitive area as citizenship education cannot be a matter of 'hit and miss' or continuous and blind 'trial and error'. Confronted with widespread misery, marginalization and violence in the world today, there is a **moral duty to be efficient.**

The research phase will consist mainly of a survey conducted in about forty countries – from all the regions of the world – on a sample of students, teachers and pupils' parents, involved in the last years of secondary education. At the same time – in order to develop more in-depth analysis of situations of particular interest for the project objectives – a series of selected case studies (about twenty to thirty) will also be undertaken. Factual data will be collected in each country on social studies' policies and syllabuses for secondary education.

During the research phase (1994-95), the various technical and institutional resources of UNESCO will be utilized, in particular the Associated Schools Project (ASP) and comparative education research networks.

The experimental phase of the project (1995-97) will be devoted to the utilization of research findings on educational projects of a limited scale. These projects will be structured as sub-projects of the International Project 'What Education for What Citizenship?' and will be organized around themes of interest for that type of education (such as: teacher training, school decision-making structures and school practice, school/community action, etc.) and will be undertaken at inter-regional, regional or sub-regional levels by a large number of Member States of UNESCO. A first sub-project, with an inter-regional coverage, has already been initiated on the core theme of *Teacher Training for Citizenship Education*. The sub-project's overall purposes will be to contribute to the evaluation of research findings and to favour the development of national policies, as well as the undertaking of multinational initiatives in citizenship education.

In the experimental phase, National Commissions for UNESCO, specialized non-governmental organizations (NGOs) and research institutions from all regions will also be associated with these activities.

The information phase (1995-97), will be centred on the dissemination of the results arising from research and experimental applications at various levels. The information will be addressed to the project's principal target populations: educational decision-makers at national and local levels; educational researchers; formal education practitioners – and will be delivered by means of specialized and general interest publications, as well as through a permanent computerized forum and data base on education and citizenry, directly accessible through the global network INTERNET.

Prospects

In 1997, after completion of the project's activities centred on secondary education and taking advantage of the institutional mobilization and organization developed by the first

phase of the project, it might be continued in the medium term by exploring other levels and forms of education (primary and general higher education, adult education, literacy and information for the general public). For all of these steps, follow-up will is envisaged through the promotion of training and curriculum reform, as well a redefinition of the interrelationships between school actors and the continuous delivery of up-dated information.

Luis Albala Bertrand (L.A.B.)

A conceptual approach

When it was decided to call this international project 'What Education for What Citizenship?', the underlying idea was the conviction that the notion of citizenship is not the same worldwide and, thus, efficient citizenship practice should be adapted accordingly. Furthermore, we were equally convinced that a universal ethic of peace and a drive towards democracy may not proceed from any hegemonic or imposed view. Peaceful and democratic citizenship is the result of a progressive construction based upon the knowledge of different functions and cultural characteristics that, although they may not necessarily be represented by identical sets of values, knowledge or institutions in all societies, denote the expression of a shared human aspiration for peace and democracy.

To proceed with some coherence and efficacy within the frame of this very complex subject, a natural starting point would be to explore *what is citizenship about? What could be considered 'in various contexts – a 'good citizen'?, and, correlatively, what could be considered – in different contexts – as efficient approaches to an education forming a citizen able to deal with the challenges of the world today?*

L.A.B.

WHAT IS A CITIZEN?

A framework for building a concept

No doubt, the first thing to be clarified when dealing with education for citizenship is precisely what a citizen is. The answer that each society will provide to this complex question should ideally define the content and orientations of a socially effective education.

Two different sources of citizenship blend together throughout history in a variety of ways and appear today to be inspiring citizenship approaches in most countries. The first source finds its roots in citizenship practices in the classical republics of Greece and Rome. This notion of *republican citizenship* — which is very much alive, although with different accents, in the world today — stresses the character of individuals as members of a political society in relation to some main principles: the *sense of belonging to a political community*, where citizenship appears as the sharing of a common civic life; *loyalty towards the homeland*, which frequently supposes loyalty to the legal foundations of a society (for instance, towards the constitution or sometimes towards the powers that be); the *predominance of civic duties* over individual interests, which supposes that individual rights are subordinated to the fulfilment of social duties.

The second source of citizenship, much more recent than the former, is the *liberal tradition*, which finds its origins in the early thinking of Locke or Jefferson, and which focuses on the freedoms and rights of the individual: it is this tradition that has given rise to the notion of human rights and to the ensuing international instruments. The central idea is that all individuals are equal and are — independently of any duty or circumstance — the depositories of inalienable rights that cannot be revoked by any social institution, and in particular by the State.

From this standpoint, three major sets of rights derive — *civil , political and socio-economic* — which are considered today of universal value, as well as indivisible, in the sense that they all enjoy the same moral rank. They constitute the essence of the United Nations' Universal Declaration of Human Rights and the subsequent covenants on civic and political rights, and on socio-economic and cultural rights. The first set, *civil rights*, refers to freedom: the liberty of the person, the basic freedoms of thought and belief, speech, movement and association, and the right to justice. *Political rights* refer to the right of the individual to belong to a political community and to participate in the exercise of political power; namely by choosing political leaders and exercising political and judicial control. *Socio-economic rights* concern the right of individuals to personal security and property, including the right to live as civilized beings, that is to say, to enjoy education and social and economic equity.

The notion of human rights is constantly evolving, and new special rights, no longer founded on the principle of the basic equality of all individuals but on the recognition of their basic differences, are at work in some contexts (for instance, the special rights of children or of women). In a certain way, it is possible to consider this evolution as a prolongation of the liberal philosophy, resulting from the substitution of the notion of the individual as a juridical entity, by a more concrete individual made up of one's particular essence.

In a synthetic statement summing up both approaches to citizenship, it could be said that the liberal tradition stresses the rights of individuals and their protection from the arbitrary use of power, while the republican tradition enforces the notion of collective belonging and duty. Without dealing with a complex analysis of all that this implies, two essential questions arise that cannot be sufficiently stressed:

- *first*, that the right to belong to a political community, as stressed in the republican tradition, con-

Launching the IBE's international project What education for what citizenship?

In September 1994 an international meeting gathering high-level experts and decision-makers from nine countries drawn from all regions (Central African Republic, Colombia, Costa Rica, Finland, Kenya, Philippines, Slovakia, Thailand and Tunisia) was organized in Konevesi, Finland. They assessed the overall design of the research phase of the project and provided guidelines for its development. The meeting was also the opportunity to launch an interregional project – among the represented countries – on 'Teacher training for citizenship education'. Work on the international project began in March 1995 with the pre-testing of the questionnaire to be applied in the international survey corresponding to the IBE project 'What education for what citizenship?'. A meeting with all the participating countries is expected to be organized during the second semester of 1995 to launch a series of experimental projects on the basis of the research results.

L.A.B.

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stitutes, in fact, the right to have other rights: individual rights do not have any meaning in isolation or any practical reality if they cannot be legitimately enforced; to be a citizen with rights, belonging to a political community (which could even be different and larger than a national State), appears to be a necessary condition. This consideration is important because it sets limits to the notion of citizenship: there can be no claim of citizen's rights, nor any individual recognition of duties or commitments, without the existence of a guarantor power; the 'world citizen' — a notion which appears to be developing with such facility in some contexts — is certainly today a virtuous wish; hardly a concept and still less a reality: what power enforces the right to life of the 'world citizen' suffering genocide today?

- *second,* the dynamic basis of society is the individual, and the individual's freedom appears as a condition for creativity and social change; it is the democratic political contradiction which allows laws to evolve, ensuring legitimacy and efficacy to the governance of social life.

Most of the notions of citizenship prevailing in the world today seem to be constructed on combinations of these major drives. Is this really so?

Existing differences in cultural approaches lead to a minimal hypothesis: that the above notions of citizenship are far from being equally stressed everywhere, and the same is true for the social meanings that regulate the practice of citizenship. From this stem the two major directions for research that will be explored by the International Project *What Education for What Citizenship?:*

- if education for citizenship is to be locally (nationally) efficient, it implies that full account should be taken of endogenous images of citizenship;
- if education is considered to be a contributing social means for building a universal moral culture, the similarities among cultures — the entry points for common action — should be identified and emphasized. This means accepting — and believing — that, besides the formal consensus reached by countries in international political forums, the gradual, peaceful and equitable building of a concrete shared human culture of peace and democracy shall take place at the level of citizens' daily lives, and then that education, if efficiently devised, has possibly a major role to fulfil.

L.A.B.

WHAT IS CITIZENSHIP EDUCATION ?

Facing the sometimes dramatic social costs associated with contemporary mutations implies — beyond apparent intentions and objectives — *increasing the real impact of education* in developing an enhanced civic sense and a renewed practice of citizenship. It seems essential to identify the core factors influencing the political socialization of students in order to fine-tune appropriate educational messages and processes favouring the expression of differences, sources of enrichment and creativity, and the emergence of the necessary convergencies for the stability and political efficiency of democratic regimes.

The following main content elements, criteria of approach and considerations for implementation, although presented here in the form of *'should be'* phrases, are in fact, in most cases, working *hypotheses that require careful verification.* The International Project *'What Education for What Citizenship?'* is intended precisely to verify many of these assumptions concerning the civic and political socializing impact of formal education.

Four main content dimensions of citizenship education

Human rights: based upon the fundamental recognition that all human beings are equal and have the same dignity; from this standpoint stem the notions of the universality and indivisibility of all human rights. The observance of civic and political rights and respect for economic, social and cultural rights constitute inseparable preconditions for peace and for the self-fulfilment of the individual. Citizenship education should enable citizens actively and efficiently to participate in the enhancement, enforcement and protection of human rights as the moral basis of society and the legal foundation of the rule of law.

Democracy: as this century has been the sad witness several times, the gains of democracy, together with the practices of human rights and peace, are fragile. They require the continually renewed commitment of governments, and particularly of citizens, to maintain the lawful State and its democratic institutions, in spite of the setbacks which are inevitably to be experienced by every attempt at social construction. Based upon the philosophical recognition that the foundation of any legitimate political power belongs to individuals, citizenship education intends to enable young people to become aware of and actively involved in political and civic life: participating in the election of political leaders, in the political and judicial control of the functions of these latter,[1] in political action devoted to ensure the preservation of the regime, as well as in decision-making related to the improvement of individual and social living conditions. Citizenship education should foster the enhancement of young people's capabilities enabling them to be efficiently involved in the preparation, enforcement and evolution of the rule of law, which provides the institutional framework for the peaceful settlement of political conflicts.

As a generic ethical ideology, 'human rights' mean that:

- **all human beings have equal dignity;**
- **all human beings have the right to belong to a social and political community;**
- **all human rights — political, civil, social, cultural and economic — are universal and indivisible.**

- **Does democracy need to be a political ideology and an institutional framework supposing everywhere the same values and the same procedures?**

Development is a necessary dimension, not only in the construction of a culture of peace and democracy, but of any genuine democracy. While democracy is the privileged framework for the application of a rule of law founded on human rights, *human development is a basic condition for the full implementation of citizens' rights and for social harmony,* and hence for the survival of any democracy. It is difficult to con-

1 In a democratic regime the citizen has a right — and a moral duty — to exercise control over those in power. Since authority is delegated to political leaders by citizens, the former are politically and legally accountable before the latter. Education for citizenship should handle — at all ages — the central questions of critical thinking and power control .

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ceive of a lasting democracy without a real basis of social and economic equity as the natural complement of political equality. Any education which does not provide citizens with skills applicable to development needs will almost inevitably condemn them to unemployment, and hence to exclusion. Citizenship education shares the responsibility of meeting those challenges with other more instrumental aspects of the education process, such as science, technological and vocational education, as well as with other social institutions, but it bears itself a crucial responsibility: developing in citizens the sense of a *sustainable development ethic*, based on a proper consumer/producer and buyer/seller deontology, and on the values of economic competitiveness and preservation of environmental quality. These are central conditions for the enhancement of the human enterprise as a whole.

Peace is a process and state resulting and deriving from the practice of a democratic and pluralist citizenship inspired by human rights and with the objective of sustainable and long-term development. Democracy is the best pledge of international and national peace, since it channels conflicts institutionally for the benefit of social dynamics and shared progress.

Human sustainable development is a functional framework and an ethical ideology, whose achievement supposes, besides a set of technical conditions, a deontologic ethos addressing all the economic actors (workers and decision makers, consumers and producers, buyers and sellers); human development is the result of socio-economic equity, economic competitiveness and environmental protection.

Five main criteria to approach citizenship education

Citizenship education practice would probably gain relevance and efficacy through applying the following *criteria of approach*. This means that — while planning education — these criteria should permeate the preparation of content, teaching strategies and the institutional organization of the school.

Pluralism: the formal recognition of the worth of differences is being forcefully demanded in most countries, where regional, ethnic, religious or linguistic minorities, as well as many specific communities — migrant workers, exiles and refugees — are claiming the right to maintain multiple identities, while being granted full citizenship. It seems likely that democracy is the only political system which can provide a framework where an intercultural dialogue can produce a *synergetic relation* between personal independence, community autonomy and a sense of collective belonging. Education for citizenship *should* pay particular attention to reinforcing social and moral orientations, messages and practices that strengthen the appreciation of differences, but at the same time emphasize the feeling of global belongingness. It seems to be more and more evident that the long-term change of political and economic systems could not be envisaged as *legitimate and efficient* if it does not allow, on the one hand, for the free expression of cultural and social differences — which are the basis of social dynamics — and, on the other, for the emergence of a minimal consensus, freely accepted, ensuring continuity to new regimes and change processes.

Lasting peace at national and international levels is an ethical ideology and a situation resulting from the respect of human rights and the progressive achievement of democracy and human development.

- **peace does not mean that there shall be no political conflict and criticism, but rather the absence of national and international violence;**
- **violence and aggressive behaviour, and war, are mainly cultural phenomena and may thus be culturally controlled.**

A multi-level perspective: citizenship education assumes that the questions of peace, human rights and democracy *should* be considered at *several levels:* local, national, regional and global. Problems always take root at the local level, yet, increasingly, a genuine understanding of their effects — and their resolution — takes place at higher levels. A complimentarity of approaches therefore seems necessary to find an effective way of tackling these problems. As the events taking place every day in the world show us, problems between local communities have regional and sometimes global repercussions; the violation of human rights and political oppression in a particular place call for international humanitarian assistance, and sometimes the forceful intervention of the international community to restore peace or democracy. Effective citizenship education *should* be able to prepare and adapt its message to *a double approach — both international and local.*

Institutional wholeness: education for citizenship is not a new and partial form of education to be developed by itself, in isolation from general education practices. It is a necessary dimension of the educational process as a whole and — as such — *should* be reflected in the taught curriculum — in all social studies and humanities subjects with a carrier potential. It also plays a central role in the selection of teaching approaches, the organization of the school relationships and the conception of extra-curricular activities, in particular those allowing for the involvement of the school actors (pupils and students, teachers, administrators, and families) in school decision-making and in activities devoted to the enhancement of peace, human rights and democracy as an everyday social practice.

Integrative and holistic approaches: these imply, on the one hand, that citizenship education is concerned with the integrated formation of values, knowledge and skills required by peace, the promotion of human rights, democracy and development. The axiological aspects reflected in the formation of values and attitudes have as much importance in providing intellectual instruments in the form of conceptual or practical knowledge. From another viewpoint, citizenship education practice *should not* break up the unity and complexity of a citizen's social reality into the separate segments of education for peace, human rights or democracy. A holistic perspective, including all of these dimensions treated from various approaches — as discussed here — and thus allowing for a better reproduction of the complexity of socio-political life, seems to be more effective.

Cultural relevance: Facing the multifaceted nature of contemporary transitions implies that educational strategies and actions *should* take account of a large number of factors —demographic, economic, political, cultural, technological, etc. — in order to define curricula, training approaches and the social organization of the school effectively. In this respect, the task of education is, obviously, not to find short-term solu-

tions to economic, political and other social problems, but to contemplate the meaning of these social issues in the planning of educational programmes and actions: indeed, educational content and activities would not have the same character when dealing with democratic motivation in an old-liberal-but-apathetic political community or in a society recently released from a dictatorship.

Some considerations for implementing citizenship education

As previously mentioned, citizenship education is not a subject matter that can be taught as such, independently of the whole curricula. In fact, citizenship education messages are likely to carry most influence if it is clearly evident to the student — and to the teacher — that the challenge of active and responsible citizenship concerns almost every sphere of political and civilian life and, correlatively, most of the subjects conveyed through the school curricula and the situations which characterize school life.

From this basic approach stem some important considerations for devising how educational messages[2] should be organized, as well as for teaching/learning practice.

The ***organization of messages*** around cross-curricular themes or concepts that might permeate all curriculum areas — and confer the character to the school climate — seems to be the method most adapted to the above considerations and more efficient than simple knowledge-based approaches. The principal advantage of concept-centred approaches is that — at the very least — they contribute towards providing an insight to students about the central questions they will have to deal with as citizens during their life experiences. From a methodological viewpoint, it is easier to organize concepts around multi-perspective or multi-disciplinary activities involving most of the school subjects, for instance, in disciplines such as civics, history, social and natural sciences, geography, philosophy, etc. From various reports on cross-national research it comes to light that the themes or concepts with the most socializing impact should be identified among the tensions or contradictions of socio-political life, such as the following: freedom and justice; rights and responsibilities; power and authority; conflict and efficiency; interdependence and autonomy; unity and diversity, etc.

As we all know — or think we know — the ***teaching/learning strategies*** that seem to be more effective are those promoting active learning. For instance, role-playing, games and simulation, value clarification, debates, action-research, campaigns, etc. Research seems to validate that practical work with values and concepts contributes to their integration within students' (and teachers') axiologic and gnoseologic systems. However, such an approach — highly fashionable today — may be thought to be the only way, which, in fact, it is not. In reality, things are not so simple. On the one hand, not all types of message can be easily and practically conveyed through active learning, since it is costly and time consuming; and, on the another, there are educational contents — which do not consist simply of orientations or basic awareness — that need deeper analysis through more conventional didactic teaching: such as, the complex mechanisms of functioning in real-life pluralist institutions, whose proper utilization is essential to practical citizenship[3]. A more realistic approach would be to qualify and mix teaching/learning approaches according to the nature of the subjects considered and the student's age.

In connection with the above considerations, there are some other aspects of educational processes — less obvious or which have never gained the fashionable character of those already mentioned — but which seem worth contemplating, particularly when educational processes are aimed at the political socialization of adolescents.

Research seems to endorse[4] that the influences of teaching methodologies of any kind — including students' exposure to citizenship education curricula — would have minimal effects if certain conditions are not met. First, if some *coherencies* are overlooked, such as a similarity of views about political socialization between teachers and parents, or between stated objectives and school decision-making practices, or finally — a coherence somewhat more difficult to understand — between the offers provided to students by schools (for instance, participation in school decision-making) and the students' perceptions of the facilities provided: the multiplication of *students' councils or governments* will not have much effect — quite the contrary — if they do not perceive these measures as a real contribution to their empowerment.

Another question of wider scope is connected to the ***learning processes.*** The information provided to students — whatever the teaching strategy — will probably have little influence if it is in conflict with information acquired by the student through other means (the family, the media. civil life, etc.), and therefore even the most pertinent efforts will have a limited effect. The increasing influence of information flowing from the media will, in all likelihood, render this more and more plausible in the world today. In order to make the school process more effective, information provided by the 'taught' and the 'hidden' curriculum need to be more selective, that is they should contribute to developing or to contradicting the social representations — the mental images — of students (and also those of teachers) about some major aspects of civil life, starting probably with the very notion of the 'good citizen' itself.

These points, which are just a very small sample of the important aspects that policy makers ought to consider to increase the effectiveness and efficiency of educational processes, will have profound consequences on the ways in which educational curricula are prepared, the choice of teaching strategies[5] the organization of the interrelationships between the school actors and the outside community. It will obviously have implications for the renewal of teacher training on instrumental subject matters and, perhaps still more urgent, on values and practices that encompass those images of citizen-

2 We prefer to utilize 'educational messages' instead of 'educational content', because the former term reflects better the importance of informal messages conveyed through school interactions, which seem to have greater influence in moulding the character of future citizens than exposure to any intentionally taught educational content.

3 Citizenship education cannot simply overlook knowledge in favour of an ethical approach to citizenship. As values are central in moral choices, knowledge is essential for instrumental decisions: individual or groups deciding about social action in democratic civil life will always be confronted by an appraisal of the desirability of an institution or behaviour, but also by their political and technical feasibility. The quarrel between knowledge and values is artificial, since both are necessary for the choice and implementation of *valuable* and *effective* measures.

4 As has already been said, we are not adopting a very categorical approach regarding research findings, not only because the scientific ethos requires us to adopt a formally reserved attitude towards any finding, but because almost all serious research has been conducted in Europe and the USA, and it would therefore seem very risky simply to extrapolate it to the entire world. This is the main reason why multi-regional cross-cultural comparative research is so much needed.

5 This is the purpose of the pedagogical 'Allosteric Model' developed by André Giordan at the University of Geneva, which base the teaching/learning strategy on the identification of students' social representations and on a battery of procedures to reinforce or contradict the latter .

ship that schools seek to convey.

It is clear that increased effectiveness in citizenship education will not result merely from the application of strategies based on 'more of the same', but on the exploration of new avenues arising from empirical evidence, founded on both *fundamental and serious policy-oriented research.* Without misconstruing the merits of applied research and its short-term effectiveness, it has to be pointed out that it is fundamental research which is currently nourishing our most meaningful approaches to education. We all know how much education is indebted to the research conducted by Piaget, Kholberg, Festinger, Moscovici, Doise, Homans, Verba, Jennings and Niemi — to name just a few — whose fundamental findings on knowledge development and knowledge structure, groups dynamics or attitude formation did not result simply from exploring new teachings methods for schoolchildren. Then, if it seems difficult to disagree with the statement that 'being efficient is a moral duty in the world today', efficiency should be equated with thoroughness and not only with celerity, even if it is less popular.

LUIS ALBALA-BERTRAND

INFORMATION THROUGH 'WISDOM CORES'

Organizing information for decision-making related to citizenship and education

As indicated previously, the project envisages developing a computerized knowledge database on citizenship and education and an interactive *forum*, accessible through the international communications network.

Behind this rather common presentation, nevertheless, a rather innovatory approach to information is hidden, founded on a series of observations. As is well known, the communication-information process is supposed to deal with a series of questions all at the same time: Who provides What information to Whom, by What means and with What effect? The former three are easy to identify. The principal problems lie in the latter two aspects. *The means by which the information is or should be distributed* is a matter of current study and most developments today have been made in this sphere — from the Gutenberg small-scale printing press to worldwide information networks and, more recently, to INTERNET.

The poor relation in this communication-information process is obviously the last one: *appraising the effects of information diffusion* for various purposes; for instance, in moulding values, orienting behaviour or taking decisions. This situation results partly from the difficulty implied in appraisal itself, partly through a lack of awareness. Appraisal is difficult because efficiency must be proved — as far as possible — before committing manpower and finances in ways that could later turn out to be inappropriate. In order *to verify the efficiency of decisions* before it becomes too late, we need research and evaluation. Unfortunately, even today, these operations are not very popular among decision-makers, because they imply refraining from immediate action and working with small-scale samples.

All correspondence concerning the IBE Project 'What Education for What Citizenship?' should be addressed to the Project Director, Dr Luis Albala-Bertrand by fax: (41.22) 781.01.54 or (41.22) 798.14.55; or by Email: l.albala-bertrand@unesco.org.

The Project *'What education for what citizenship?'*, aware of these information shortcomings in decision-making, will attempt to deal with some of them, inspired by the following observations.

First, the exponential expansion of information availability, mainly due to the development of new and extended communication networks and the growth of information production in countries that, until recently, used to be mainly information consumers, render it necessary to deal with information *in a more condensed, coherent and usable form.* As a corollary, this implies that conventional approaches to information treatment based mainly on proper abstracting and categorization of issues and experiences (for instance, curricula in different subjectsor collections of educational innovations)will not be sufficient for helping decision-making effectively.

Second, the best means for treating information in a *coherent and usable way* in decision-making is to transform information about certain issues (for example, curricula, teaching methods, school organization, the interaction of educational partners, etc.) into *knowledge about such issues.* In other words, this means finding out *what are the existing linkages between different phenomena, situations and indicators* and what are *the consequencies of these linkages for policy-making.*

Concerning education and citizenship — or the crucial question of the

WHY BOTHER WITH RESEARCH?

The following examples are founded on the findings of several research projects, although all of them have been conducted in developed Western countries.

1. **It is frequently admitted that students' exposure to civic education courses — especially if teachers succeed in creating a climate of openness and debate — should lead to higher interest on the part of students in political life. In fact, this interest appears to be more related to the students' feelings about his/her political efficacy, which, in turn, is associated with a series of features characterizing their family. Then, instead of developing comprehensive curricula, the problem is more how can we conceive educational activites devised to reinforce or to develop the feelings of political efficacy, particularly in those students with the greatest need.**
2. **Frequently we say that students' participation in school decision-making will contribute significantly to mould their character as citizens; in general this is true, but only in general. The impact of a so-called democratic climate in the classroom or in the whole school on the political orientations of the students does not depend only on the institutional availability or the teacher's attitude, but on the perceptions — the valuation — made by the students of the system .**
3. **We ascertain willingly that nothing is more important than the teacher's role in forging the character of future citizens; this is true, but only partially so: first, the impact of teachers — and the whole school — does not appear to be more important than that of the family or other macro characteristics, such as the socio-geographic type of community; second, this influence becomes almost negligible if there is no coherence between the patterns of behaviour inculcated or suggested by teachers and those of the parents.**

All this means that, in order that education should produce the expected outcomes, it has to deal not only with frontal education and curriculum development — but with a series of factors of institutional and, still more frequently, of a pycho-sociological character. There is certainly much erudition around the aims and content of citizenship education in schools, but still very little empirical evidence — particularly on a global scale — either with regard to the effects of schools and the specific effects of the curriculum.

L.A.B.

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LINKING EXISTING KNOWLEDGE TO CONCRETE NEEDS: THE CONCEPTUAL APPROACH OF THE RESEARCH

- When a person is born, he or she immediately becomes part of the group as a human being and as a legal entity, but to become a full member of his/her society a long period of learning is needed in order to grasp what are the *possible and acceptable aspirations and ways of doing things* in that community — and, of course, this may vary a lot from community to community. This learning is what we know as socialization, and in rapidly changing societies it may last for the entire life-span. We also know that the socialization of an individual to become a man, a woman, a citizen, a producer and a consumer, etc., takes place mainly during the first twenty-five years of life, and that essential citizenship orientations and knowledge are mostly acquired between late adolescence and early adulthood. That is precisely the period when education intervenes and is supposed to have an impact. Three principal models (or theories) try to explain the process of socialization of the young and, in particular, the process of becoming a citizen.

- The first, the **participatory model,** supposes that the role experiences of a young person in a given social situation (home, school, etc.) may be transferred to other situations (i.e. political life). From this general assumption, **participatory theories** assume that, by taking part in decisions affecting their daily lives, people will develop appropriate socio-political values and skills. In this perspective, the school is viewed as a preparatory environment for the adult political world and participation by students in school decision-making (for instance, in a school council or in organizing community activities) is presumed to benefit the particular individuals directly involved, but also the entire school community. Students' involvement in school and community life allows them to develop attitudes that will be applied later in civic and political life.

- With earlier origins than the former model, the **cognitive-developmental model** stresses the way reasoning matures with age and, correlatively, the need to accede to certain levels of thought in order to understand the complexities of political life. From this perspective, the students' mental development and their mastery of language are both central to the acquisition of political attitudes and principles. Their understanding of political life operates through a series of stages, from simple to sophisticated. Studies have found that a child's comprehension of the political world evolves from representations where authority appears linked to concrete situations and persons (for instance, the president, the mayor or the patrolling policemen) towards representations (around 14 to 17 years of age) where political images are no longer related to personalities but to political institutions and functions. Young people become capable of perceiving the inter-relationships among political roles or institutions (for instance, the president, political parties and the vote) and reacting to them as a result of an internalized noem of political functioning (the notion of public probity, of social solidarity versus individual efficiency, or the contrary, etc.). It is argued that at this stage the political cognitive development of the adolescent is not greatly different from that of many adults in their own political communities.

- A much newer model — **the theory of representations** — assumes that every person — and certainly students — have *representations* or, let us say, complex mental images of different situations (for instance, human rights), which are spontaneous — that is to say, they are not the result of scientific reflection or formal training — and which are shared with certain other persons, providing them with common ways to interpret situations, and subsequently conditioning their opinions and behaviours. At any age students come to school — and particularly to high school — with well-structured *sets of representations of the political world*, which may favour or impede the learning of intentional educational messages, such as those transmitted via the civics curricula.

- The two older approaches — **developmental and participatory** — had originally been presented by defenders and detractors as contradictory and led to discussions which took the form of a sort of *explanation contest*. Today, they have been reconciled and are considered complementary: mental development constitutes a frame of possibility for learning, structuring and differentiating social experience — as well as social interaction and education in the *large sense* — thus providing youngsters with elements moulding their political character. The newer approach — the **representations model** — is starting to be considered as a complementary and essential contribution to the understanding of learning processes, such as those which take place at school.

- The present research is inspired by all three major approaches. On the one hand, the study of the last years of secondary education will allow — from a cognitive-developmental perspective — the conceptual anchors and value differentiations in student's political representations to be qualified for the first time cross-culturally, not taking any culture *as the reference*. On the other hand, the participatory model will widely inform most of the analytical themes of the research, in order to qualify what forms of student participation seem — in various contexts — to be linked to the formation of their civic and political attitudes. Finally, for the first time, student's social representations and their relationships with school structure and school interactive patterns will be explored as a basis for *fine-tuning* teaching and school organizational strategies that increase the effectiveness of educational socialization.

L.A.B.

MAJOR RESEARCH FINDINGS THAT NEED EXTENDED CROSS-CULTURAL VERIFICATION *

There are a series of research findings utilized here and there by well-acquainted curriculum developers and teachers in order to increase educational efficiency, at least regarding the socializing functions of education. However, we do not know much about the relevance of these findings in social and cultural contexts other than those where they originated. It becomes extremely important to verify the scope of these research findings for, if they are true, they will certainly help to devise a more efficient education system. If they are not true, it is indispensable to avoid applying them mechanically in improper contexts because it may lead to concealing the real roots of educational inefficiency.

- **Is it true that the social studies curriculum itself (i.e. civic or history courses, etc.) does not appear to be the most important factor in students' civic and political socialization, but rather school life (the school organization, teaching processes, students' groupings, the social climate, decision-making processes)? According to this argument, is it true that different types of schools lead to different type of civic education, regardless of the intent of the taught curriculum.**
- **Is it true that more political discussion and awareness in the home result in more democratic attitudes in the child?**
- **Is it true that in schools where students come from lower socio-economic strata they do not face severe problems in developing democratic ideals?**
- **Is it true that the education of parents appears to be the single most influencing factor in the political socialization of youth?**
- **Is it true that the students' involvement in civic and political activities influences their political attitudes more than exposure to the civic curriculum?**
- **Is it true that children with an interest in civics-related radio or television programmes tend to be both more knowledgeable and to have more democratic attitudes?**
- **Is it true that peer-group behaviour has only a slight impact on civic education; is it true that the tendency to settle disagreements within the group by taking a vote correlates with democratic attitudes?**
- **Is it true that students' home background and general level of vocabulary are related more strongly to the acquisition of factual civic knowledge than to democratic values or to political interest?**
- **Is it true that methodological approaches stressing factual aspects of subject matter have a counter-productive effect on civic education: schools with a strong emphasis on memorizing facts produce students who tend to be less knowledgeable and informed about politics?**
- **Is it true that specific teaching/learning approaches appear to have less influence on the civic and political socialization of students than what is often called the 'classroom climate'? Is it true that more knowledgeable, less authoritarian, and more concerned students are found in schools where they have been encouraged to hold free discussions and to express their opinion in class ?**
- **Is it true that the acquisition of knowledge does not correlate highly with support for democratic values, particularly as children get older? Correlatively, is it then inaccurate to assume that a knowledgeable student will automatically support democratic values or be actively involved in political life?**

* Conducted mainly in Western countries.

socializing influence of education — new empirical knowledge obtained from our cross-cultural research projectwill enable us to organize information on this subject *as knowledge* and *around knowledge*. This will be the aim of the computerized *knowledge data base on citizenship and education* to be developed as an outcome of the project and to be distributed in various forms (on-line, diskettes, CD-ROM, printed materials) to concerned decision-makers and specialists in Member States of UNESCO. An example may be useful to clarify our ideas. Consider, for instance, that the examples of research findings given in the accompanying box 'Why bother with research?' were applicable worldwide and were presented as a series of specific statements, let us call them 'wisdom cores' in a computerized data base dealing with information on education and citizenship: from these wisdom cores a series of considerations may be deduced:

- efficient citizenship education policies may not be based upon single-sided (i.e. curriculum centred) and sequential solutions, but stem from complex approaches which make it apparent that a network of factors are in operation at the same time to contribute to producing the expected result, a knowledgeable and responsible citizen (certainly, curricula and teaching methods, but also the organization of school internal relationships among the various school actors, the relationship with parents, and the provision of facilities for student self-expression and decision-making).
- all the factors to be considered are not equally related among themselves. Thus, the alternative to the single-sided approach is not to develop everything at once as many seem to believe but rather to identify the network of factors that apply in different situations: country, region, school.
- 'wisdom cores' about a particular aspect of reality — for instance, the problem of citizenship and the role of education — constitute a *meaningful filter* for *discriminating* among the usefulness of scattered pieces of information, such as available curricula and innovations developed here and there, for orienting further information research and for articulating the information gathered for efficient decision-making.

Together with the development of the knowledge database, the project will also create a computerized *forum on citizenship and education*, to be made available through the international communication network INTERNET. Participants in the forum will be able to exchange their ideas, experiences and knowledge about citizenship and education freely and continuously. These exchanges will then be processed by the IBE in order to renew on a continuous basis *the knowledge database on citizenship and education*. Wisdom-centred, self-developing, worldwide, free and permanently accessible — these will be the main features of the information outcomes arising from the International Project 'What education for what citizenship?'.

Luis Albala-Bertrand

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Evaluation to promote students' mastery of knowledge: Bahrain's new testing and grading procedures

Bahrain's public schools (primary, intermediate and secondary level) have been carrying out sweeping innovations and reform in order to enhance the overall capacity of testing to *improve students' mastery of knowledge*, as opposed to testing which overemphasizes the comparison of students' test scores in order to make a choice between 'pass' and 'fail'.

Bahrain's new system used *a variety of testing methods* (systematic observations of students by teachers, test papers, end of a semester appraisals). Students also receive both *internal* (school based) and *external examinations* (unified examinations supervised by an expert panel set up by the Ministry of Education). Under normal circumstances, it can be safely stated that the more that diversified forms of testing are employed, the more objective judgements can be made about the mastery of the subject by students, assuming, of course, that all tests or other forms of measurements employed are *valid* (tests measuring what they are supposed to measure) and *reliable* (consistency of test scores over repeated application of the same test).

Another new aspect of this system is its emphasis on *the mastery of a subject matter* and the *diagnosis of students' weakness and strength* rather than the comparison of their test scores for the purpose of grade promotion. For example, students in the second and third cycle of basic and secondary education must attain an overall score of at least 50% mastery of knowledge in each subject for them to be promoted to a higher grade. If a student fails a subject matter, he/she has the right to retake the examination, according to the pre-established procedures. If a student fails more than one subject, he/she has the right to repeat the grade for one time only, with the provision of *remedial lessons*.

Bahrain has also been stepping up *training courses and in-service education* of school principles, teachers, teacher educators and other types of educational personnel, in order to enhance their capacities to carry out and participate in the on-going innovative reform activities of evaluation.

(Source: *Development of Education in Bahrain 1992/93—1993/94*, national report submitted to the International Bureau of Education. For more information contact: Information and Documentation Centre, Educational Documentation Section, Ministry of Education, P.O. Box 43, Manama, Bahrain; Telephone: 277202; Fax: 230610.)

Empowering educational reform through participatory evaluative research: the case of El Salvador

After the twelve years of devastating civil war in El Salvador, ending with the signing of peace accords, this country manifested great faith in the active role of the education sector as a vehicle for national development. Consequently, El Salvador sought ways of identifying options and priorities for policy reform in education.

The Harvard Institute for International Development was approached to provide technical assistance for this research project in close co-operation with USAID and the Government of El Salvador. In 1993, a large-scale evaluation research project was set up, involving ten priority areas of education, extensively covering all levels of education, as well as non-formal education, financing and the management of education. After the new government took office in the summer of 1994, the former Minister of Education stayed in her post together with most of the staff in the Ministry of Education — this unusual move on the part of the government facilitated the reform project.

The research resulted in a set of policy recommendations. The government was urgently requested to undertake new reform measures for: educational access to rural areas; school autonomy and administrative decentralization; teacher education; parents and community participation; and innovations at the local level. The results of the study were used in negotiations between the government and International Development Bank and the World Bank in the design of education for a budget of $100 million.

One of the key factors which set the project on the course for success was the project team's determination to involve the widest possible participation of the key government offices, as well as actors, partnerships and alliances of different kinds in different systems of education both at the central and local levels.

This highly participatory process involved two important and technically competent institutions: the Universidad Centro Americana (UCA); and a private foundation financed by the business community — Fundación Empresarial para el Desarrollo Educativo (FEPADE). The Ministry of Education was closely involved in designating technical staff members for interviews and information, and for logistical support.

An advisory committee was created inviting fifty representatives of more than thirty organizations, including the Ministry of Education, Planning and Finance, Congress, the Chamber of Commerce and the associations of exporters to participate in the project.

A most striking political impact was recorded when a workshop to disseminate the results of the research was attended by all presidential candidates, while the principal opposition candidate appeared in the national news announcing new key issues and themes of the report. Another workshop was attended by 200 key managers of the ministry. The Central American University (UCA) published 1,500 copies of the report in 1994.

In summary, why has this research project created such a strong and visible impact in El Salvador? The reasons can be summarized as follows: research efforts were backed up not only by information but also through dynamic negotiations and consultations with all the actors involved; clear national goals for the reform of education were matched with the roles and responsibilities of local and lower levels of action, capturing and maintaining the political momentum of reform; the strategies for educational reform 'for all, by all'; co-operation with the media in order to publicize the project and its results; involvement of credible and competent institutions; and, above all, the political will of the government to pursue the urgent need for educational reform.

(Source: 'Using research-based information for education policy and administrative decision-making: implications for researchers, decision-makers and documentalists', prepared for the IBE by Fernando Reimers and Noel McGuinn, November 1994. Contact address: Dr. Fernando Reimers and Dr. Noel McGuinn, Harvard Institute for International Development (HIID), One Eliot Street, Cambridge, Massachusetts 02138, USA, Tel: 617-495-2161; Fax: 617-495-0527.)

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Ninth World Congress of Comparative Education, 1-6 July 1996

The WCCES is pleased to announce that the ninth World Congress of Comparative Educatron will be held in Sydney, Australia, 1-6 July 1996. The theme for this Congress, which is being hosted by the Australian and New Zealand Comparative and International Education Society (ANZCIES), is Tradition, Modernity and Postmodernity in Education. Proposals for research commission topics, panel sessions and individual papers should be sent to: Ninth World Congress of Comparative Education, University of Sydney, New South Wales 2006, Australia.

What is WCCES?

The **World Council of Comparative Education Societies** (WCCES) is a UNESCO category 'B' non-governmental organization. The WCCES is comprised of twenty-nine constituent comparative education societies, which are nationally, regionally or linguistically based: Argentina, Colombia, French-speaking Countries, Australia and New Zealand, the United Kingdom, Bulgaria, China, China-Taipei, Europe, India, United States, Canada, Czech and Slovak Republics, Dutch-speaking Countries, Egypt, Hong Kong, Israel, Japan, the Republic of Korea, Germany, London, Nigeria, Poland, Portugal, Italy, Brazil, Spain, Southern Africa and Russia.

Three organizations from Hungary, Scandinavia, and Greece are being considered for membership and the WCCES welcomes applications from other comparative education societies.

WCCES Organizes World Congresses on Comparative Education

Approximately every three years a **World Congress of Comparative Education** is organized by one of the constituent societies on behalf of the WCCES. At these congresses scholars, policy makers and administrators come together with counterparts from around the globe to exchange ideas about educational policy, organization, content and practice from global and cross-national comparative perspectives. World Congresses have been held in Brazil, Canada, Czech and Slovak Republics, France, Japan, Switzerland and the United Kingdom.

Research programmes and publications

The WCCES also promotes research programmes involving scholars from various countries. One such programme resulted in the publication of a book, *Education for human rights: an international perspective* (**Douglas Ray**, editor, Geneva: UNESCO/IBE, ISBN: 92-3-103039-6 in paperback edition).

Other new publications of interest to comparative educators are *The political dimension in teacher education: comparative perspectives on policy formation, socialization and society* (**Mark Ginsburg** and **Beverly Lindsay**, editors, London, Falmer Press, 1995) and *The politics of educators work and lives* (**Mark Ginsburg**, editor, New York, Garland Publishing, 1995).

For more Information about WCCES

Officers of the WCCES include: **Wolfgang Mitter** (Deutsches Institut für Internationale Pädgagogische Forschung, Schloss-Strasse 29, D-60486 Frankfurt am Main, Germany; Fax: 49-069-70-82-28) and **Raymond Ryba** (University of Manchester, School of Education, Manchester, M13 9PL, United Kingdom; Fax: 44-61-275-3519). Each constituent society has a representative on the World Council, which also includes other officers and co-opted members.

Opportunities for WCCES Members

Beginning in February 1995, the Institute for International Studies in Education (IISE), School of Education, University of Pittsburgh, in co-operation with UNICEF, is undertaking a comprehensive programme to assist the **Republic of Bosnia-Herzegovina** in reconstructing their education system. The **Program for Educational Policy, Planning and Assistance** provides support to the educational sector in Bosnia-Herzegovina through a diverse array of initiatives including: (a) the design and implementation of training programmes in methods, curriculum development, educational materials development, and national education planning and management; (b) the development of both teacher resource centres and youth clubs; and (c) the construction of a comprehensive data and management information system.

The programme evolved from a mission to the Republic of Bosnia-Herzegovina conducted by Robert Fuderich (Educational Advisor, UNICEF) and Seth Spaulding (Director, Institute for International Studies in Education, University of Pittsburgh) in October 1994. The mission explored with government authorities and educational institutions the medium and long-term educational concerns as seen by the various constituencies. The mission produced an educational sector analysis entitled, 'The education sector in Bosnia-Herzegovina and possible long-term options for educational policy, planning and development assistance.' This sector analysis serves as the primary planning document for the programme.

The programme will build a consortium of international organizations, foundations, universities and relevant educational officials at all educational levels in Bosnia-Herzegovina to work towards both short and long-term solutions to critical educational concerns. **Individual colleagues and institutions with interest in becoming involved in research, training or technical assistance in conjunction with this programme should contact Seth Spaulding** (see address below).

Please send any news or other information about (or of interest to) the WCCES or its member comparative education organizations to the co-editors of 'WCCES Bulletin', **Mark Ginsburg, Michel Rakotomanana and Seth Spaulding**, Institute for International Studies in Education, University of Pittsburgh, 5K01 Forbes Quadrangle, Pittsburgh, PA 15260, United States of America; Fax (412) 648-5911. Deadline for receipt of material for the March, June, September and December issues of *Innovation*, should be received in Pittsburgh, respectively, prior to 15 January, 15 April, 15 July, and 15 October.

IN MEMORIAM
James Grant (1922—1995)

The name of James Grant is inseparable from that of UNICEF. His global vision and his indefatigible efforts in favour of the world's children made UNICEF into the most active and most respected of the United Nations' agencies. Appointed as Executive Director of UNICEF in 1980, he immediately launched a revolution in favour of child survival. In the words of Boutros Boutros-Ghali, Secretary-General of the United Nations: 'Very few men or women did as much good in the world as James Grant, and even fewer siezed this opportunity with such complete and dedicated commitment.' The survival, health, growth and education of millions of children in the developing world 'have benefitted practically and immeasurably from his extraordinary efforts on their behalf'.

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CDS/ISIS Training

Following an invitation by the Ministry of Education of Bahrain, an IBE staff member conducted a two-week workshop in November 1994 on database creation and information retrieval using the CDS/ISIS software. The participants — twenty-one documentation officers — came mainly from the Ministry of Education, and the IBE staff member was assisted by a senior information specialist of the Ministry's Educational Documentation Section who had undergone similar training at the IBE in Geneva in 1993. The workshop was conducted in Arabic and in English. Another training course was given in December 1994 in Qatar for officers of the Documentation Centre of the UNESCO Regional Office in Doha.

A New Project in Poland

In December 1994, another IBE staff member went to Warsaw at the invitation of the Ministry of National Education to assist the Documentation and Information Unit of the Institute for Educational Research in the preparation of a project for a national education information system.

Discussions took place with representatives of the Ministry of National Education, researchers of the Institute for Educational Research and professors of the Department of Library Science of the University of Warsaw. A draft proposal is now being examined.

UNESCO Education Sector CD-ROMs

As mentioned in *Innovation*, No. 81, December 1994, UNESCO's Education Sector is publishing its own CD-ROMs.

The first will contain bibliographical and referral information from various databases and directories on education. The IBE's contribution consists of references to the documents presented to the International Conferences on Education from 1984 to 1992 and a selection of documents from the World Conference on Education for All, held in Jomtien in 1990. These have been extracted from the IBE's bibliographical database, IBEDOCS. Descriptions of innovative projects in education will be included through the IBE's databank, INNODATA.

The second CD-ROM will contain the full text of some 200 to 300 documents related to key UNESCO programmes in education. The IBE will be represented by the texts of the final reports and major working documents from the International Conferences on Education, 1984-92, corresponding to the bibliographical references mentioned above. In addition, the CD-ROM will include the texts of the Recommendations adopted at the ICEs from the very first in 1934 to 1981, thus making the complete collection of Recommendations available on this CD-ROM.

The two CD-ROMs will be produced in separate English, French and Spanish language versions and each will cost only US $20, including postage and packing. Requests for further information and orders should be addressed to the Documentation and Information Service, Education Sector, UNESCO, 7, place de Fontenoy, 75352 Paris 07 SP, France (fax: +33.1.45.67.45.83).

Education network in Ontario, Canada

In June 1994, the province of Ontario joined with education organizations to build a province-wide educational computer network. Some Can.$5 million will go towards funding the Ontario Education Highway which will link existing computer networks in the education community and provide affordable computer networking options, including Internet, to all schools and school boards. Additional funding and help will also go to the Educational Network of Ontario (ENO) in which the Ministry of Education and Training will participate as a full partner. The ENO is a co-operative of the Ontario Teachers' Federation and its affiliates.

Source: Canadian Education Association newsletter, October-November 1994.

Book Review

Ghourchian, Nader G. *The first international terminology of curriculum as a referential dictionary.* Tehran, Institute for Research and Planning in Higher Education, 1994. 285 p.

The purpose of this reference work on curriculum terminology is to bring to the attention of curriculum workers, practitioners, planners and researchers the terms which cover all the relevant key concepts of explicit, null and hidden curricula as a field of study. The sources used were curriculum books produced from 1900 to 1979, commonly used textbooks on curriculum, yearbooks, handbooks and, in particular, *The international encyclopedia of curriculum*, edited by Arieh Lewy, and published by Pergamon in 1991. The ERIC database was also searched for terminology, and professional curriculum journals were scanned. The dictionary is completed by author and subject indexes.

The IBE Documentation and Information Unit now has its own Internet E-Mail address and the old Bitnet address is no longer valid. Please contact us at unesco.ibe.library@unesco.org – we are looking forward to hearing from you.

INED IDENTITY CARD

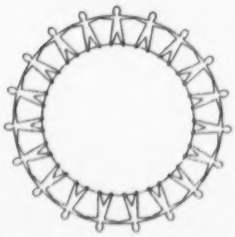
BOTSWANA: The National Institute of Development Research and Documentation

The National Institute of Development Research and Documentation at the University of Botswana focuses on the following areas: education, energy, environment, agriculture/rural development, health/nutrition, women/gender issues, and ethnic minorities. Each area is organized into a network of individuals and institutions for the purpose of information sharing and exchange.

The Educational Research Network in the institute is involved in a number of activities, including the management of a computerized database comprising materials on educational issues in Botswana. An annotated bibliography is being produced from this database. Another activity involves the creation of a database of completed or ongoing research projects on Botswana and will result in the publication of a directory on education in the country.

The NIR Educational Research Network has also been designated as a disseminating centre for the Botswana Educational Research Association (BERA) and the Educational Research Network for Eastern and Southern Africa (ERNESA).

Contact:
Stella B. Monageng,
Senior Documentalist,
National Institute of Development Research and Documentation,
University of Botswana,
Private Bag 0022,
Gaborone,
Botswana.



1995 was officially declared the **Year for Tolerance** by the the United Nations Secretary-General, Mr Boutros Boutros-Ghali, and UNESCO's Director-General, Mr Federico Mayor, at a ceremony held at the United Nations Headquarters in New York on 21 February. The Office of Public Information of UNESCO has made available a multi-disciplinary information kit on the Year for Tolerance in Arabic, Chinese, English, French, Russian and Spanish. Copies of this information kit are available from: OPI, UNESCO, 7, place de Fontenoy, 75700 Paris, France.

A booklet entitled *Tolerance: the threshold of peace* is also available in the form of a teaching/learning guide for education for peace, human rights and democracy. Please contact: Section for Humanistic, Cultural and International Education, Education Sector, UNESCO, address as above.

Today, over 100 million children throughout the world are struggling for survival among destitution and distress. These are the street children and working children — abandoned, exploited and ill-treated. They are in danger — from injury, murder, violence, rape, sexual exploitation, drugs, AIDS and other diseases, hunger, solitude, contempt, forced labour, etc. Education is their only way out, yet the extent of the phenomenon calls for concerted action. UNESCO has an **Education Programme for Street and Working Children** that it is carrying out with the assistance of its National Commissions, its National and Regional Offices, other agencies of the United Nations System, and non-governmental organizations already active in the field. An information leaflet is available from: Unit for Inter-Agency Co-operation in Basic Education, Education Sector, UNESCO, address as above.

The Education Sector of UNESCO has compiled a *Directory of Ministries of Education* with the intention of facilitating information exchange between Ministries of Education, of contributing to increased collaboration between ministries and UNESCO, and of improving the distribution of documents and publications. Copies of this 44-page publication are available from: ED/SDI, UNESCO, address as above. Also available from ED/SDI is its *Recent acquisitions of documents and publications*, providing bibliographic details not only of acquisitions, but of UNESCO documentation in general and a list of articles from educational journals. To be included on the mailing list, please write to ED/SDI.

More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain, in June 1994 at the **World Conference on Special Needs Education.** The purpose was to promote the objective of Education for All by considering the fundamental policy shifts required to promote the education of children with special educational needs. *The Salamanca statement and framework of action on special needs education* has been published in English and Spanish as a 47-page brochure and is available from: Special Education, Division of Basic Education, UNESCO, address as above. Documentation from the Salamanca meeting on special needs education will form a thematic dossier in the June 1995 edition of *Prospects: the quarterly review of comparative education* published by the IBE. *Prospects* is available on subscription from: PROPUBLIC, P.O. Box 1, 59440 Avesnes-sur-Helpe, France. Subscription rates are *for developed countries*: institutions—150 FF; individuals—125FF; *for developing countries:* institutions—125FF; individuals—110FF.

EFA 2000 is an 8-page quarterly news bulletin published by UNESCO for the **Secretariat of the International Consultative Forum on Education for All** and forms part of the follow-up to the World Conference on Education for All (Jomtien, 1990). It is available in Arabic, English, French and Spanish. The EFA Forum Secretariat also has available a series of twenty-two video cassettes which are catalogued in a publicity brochure — *Education for All videotheque* — and available for purchase. Finally, this same unit publishes a series of colourful booklets presenting promising innovations in basic education — 'Making it work'. The second booklet in the series, *In our own hands: the story of Saptagram, a women's self-reliance and education movement in Bangladesh* has recently been published. For information on all these publications, please write to: EFA Forum Secretariat, UNESCO, 7, place de Fontenoy, 75352 Paris 07 SP, France.

In June 1996 the **UNESCO Institute for Education** (UIE) will be granting its third *International Award for Literacy Research*. Sponsored by the Canadian Government, this prize aims at promoting original research in adult literacy in different regions of the world. The award-winning author will receive a grant worth US$10,000 and the manuscript will be published internationally in English, French and Spanish. Potential candidates should submit their texts on any aspect of adult literacy in various socio-economic and cultural contexts. The closing date for manuscripts is *31 November 1995* in order that they can be examined by an international jury. Grants of US$1,000 can be made to author's of worthy manuscripts so that they can complete their work in time for the competition. Full information on this international award is available from: International Award for Literacy Research, Unesco Institute for Education, Feldbrunnenstrasse 58, 20148 Hamburg, Germany.

The UNESCO Institute for Education is also responsible for publishing the *Adult education information notes*, which are available quarterly free of charge in Arabic, Chinese, English, French, Russian and Spanish. Contributions and requests to be included on the mailing list should be sent to the UIE (address above).

UNESCO has now created the **Latin American Laboratory for the Assessment of Quality in Education.** This unique institution endows UNESCO with responsibility for setting the reference standards of quality for Latin America. Fourteen Latin American countries — Argentina, Bolivia, Chile, Colombia, Costa Rica, Dominican Republic, Honduras, El Salvador, Guatemala, Mexico, Paraguay, Peru, Uruguay and Venezeula — endorsed the setting up of the laboratory, which is financed by contributions from member countries and a grant from the International Development Bank. The laboratory is located at UNESCO's Regional Office for Education in Latin America and the Caribbean (OREALC), Calle Enrique Delpiano 2058, Casilla 3187, Santiago, Chile.

UNESCO's Office for the Pacific States publishes a newsletter providing information about its 'Basic Education and Life Skills (BELS) Programme'. The purpose of this programme is to provide training modules to teacher trainers in the Cook Islands, Fiji, Kiribati, the Marshall Islands, Niue, the Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Western Somoa. This newsletter is available from: BELS Programme, P.O. Box 2083 GB, Suva, Fiji.

Educational innovation and information is published quarterly free of charge in English, French and Spanish by the International Bureau of Education. The Spanish version is prepared by OREALC, Santiago, Chile. Unless otherwise stated, all articles are the expression of the contributor's own views and do not necessarily reflect those of UNESCO or the IBE. Signed texts must be reproduced according to present copyright rules and mention must be made of the source. Requests for inclusion on the mailing list should be addressed to: Publications Unit, IBE, P.O. Box 199, 1211 Geneva 20, Switzerland.

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An important publication from the **United Nations Children's Fund** (UNICEF) is *The progress of nations, 1994*, which, in its 54 pages, is crammed with information and statistics ranking the nations of the world according to their achievements in child health, nutrition, education, family planning and progress for women. Copies of this publication are available from: UNICEF, 3 UN Plaza, New York, NY 10017, United States of America. A publicity leaflet entitled *Facts and figures, 1993* is also available from UNICEF giving straightforward accounts of the present situation and how people can help on such issues as nutrition, health, water and sanitation, education, women and girls, immunization, maternal health, family planning and child mortality.

The **World Bank** distributes free of charge every two months its *Publications update*. Four recent publications are:

- *Higher education: the lessons of experience*. 105 p. English, French, Spanish. ISBN: 0-8213-2745-3.
- *Improving the quality of primary education in Latin America and the Caribbean: towards the twenty-first century*, by Laurence Wolff, Ernesto Schiefelbein and Jorge Valenzuela. (Discussion papers, no. 257.)
- *What we know about acquisition of adult literacy: is there hope?* by Helen Abadzi. 93 p. ISBN: 0-8213-2862-X. (Discussion papers, no. 245.)
- *Investing in young children* by Mary Eming Young. 48 p. ISBN: 0-8213-3171-X. (Discussion papers, no. 275.)

For further information, please contact: World Bank Publications, P.O. Box 7247-8619, Philadelphia, PA 19170-8619, United States of America.

For more than two decades, **Boston College** has provided graduate level preparation for administrators, researchers and scholars on the challenges of higher education management. A leaflet describing the programme of study is available from: Arline Riordan, Director of Admissions, Boston College, Graduate School of Education, 103 Campion Hall, Chestnut Hill, MA 02167-3813, United States of America.

The **Centre for the Study of Education in Developing Countries** (CESO) is a department of the Netherlands Organization for International Cooperation in Higher Education. Two important new publications from CESO are:

- *Learning from experience: policy and practice in aid to higher education*, edited by Lene Buchert and Kenneth King. 261 p. $15. ISBN: 90-6443-170-1. (CESO paperback, no. 24.)
- *Productive work in education and training: a state-of-the-art in Eastern Africa*, edited by Wim Hoppers and Donatus Komba. 240 p. $15. ISBN: 90-6443-180-9.) (CESO paperback, no. 21.)

Please contact: CESO, Kortenaerkade 11, P.O. Box 29777, 2502 LT The Hague, Netherlands.

The International Human Rights Documentation Network is an international network of information on human rights backed up by an important documentation centre. It publishes an annual bibliography, *HRI reporter*, containing references to thousands of books, articles and documents concerning human rights. Further information is available from: Human Rights Internet, 8 York St, Suite 202, Ottawa, Ontario, K1N 5S6, Canada.

The **Norwegian Royal Ministry of Church, Education and Research** recently undertook a large-scale revision of its common-core curricula to identify the foundations for the development of its education system. *Core curriculum for primary, secondary and adult education in Norway* is a very attractive 40-page brochure describing in English the aims of education based on the six themes of: moral outlook; creative abilities; work; general education; co-operation; and natural environment. This publication can be ordered through: Akademica a/s, Box 8134 Dep 0033, 0033 Oslo, Norway.

The **Union Latine** is an intergovernemntal organization bringing together thirty countries whose official or national language is derived from Latin. Its purpose is to promote the use and development of these languages, exchanges and research, and to defend the rights of consumers and workers originiating in these countries. Further information is available from: Secretary General, Union Latine, 65, bd. des Invalides, 75007 Paris, France.

Africa recovery is published in English and French free of charge by the Africa Recovery Secretariat, Room 931, United Nations, New York, NY 10017, United States of America.

IN FAVOUR OF WOMEN AND GIRLS

Familia y reparto de responsabilidades is the title of a forty-page illustrated brochure published on the occasion of the International Year of the Family, 1994, by the Instituto de la Mujer, Ministerio de Asuntos Sociales, Apartado 48.023, 28080 Madrid, Spain.

The Clearinghouse on Infant Feeding and Maternal Nutrition publishes *Mothers and children* three times a year in English, French and Spanish free of charge in Asia, Africa and Latin America. This bulletin on educational measures in favour of infant feeding and maternal nutrition is available from: International Clearinghouse, American Public Health Association, 1015 15th Street NW, Washington, DC 20005, United States of America.

In a class of their own: a look at the campaign against female illiteracy by David Wigg is a **World Bank Development Essay** available for $6.95 from World Bank Publications, P.O. Box 7247-8619, Philadelphia, PA 19170-8619, United States of America (ISBN: 0-8213-2855-7).

Sindh Rural Women's Uplift Group is a research organization working in favour of rural development through agricultural projects, irrigation, community development, education and family planning, and would be happy to collaborate with groups pursuing similar objectives. Please write to: Mrs Farzana Panhwar, SRWUG, 157-C, Unit No. 2, Latifabad, Hyderabad, Pakistan.

Populi, the review of the **United Nations Population Fund,** is published free of charge in English, French and Spanish and deals with issues of direct concern to women. To contribute articles or to be included on the mailing list of this very attractive, free and lively journal, please contact: UNPF, 220 East 42nd Street, New York, NY 10017, United States of America.

FEMED is the newsletter of the **Donors to African Education Working Group on Female Participation in Education.** Its purpose is to ensure that girls have access to education and are prevented from dropping out of school. This free newsletter is available from: Katherine Namuddu, The Rockefeller Foundation, International House, 13th Floor, P.O. Box 47543, Nairobi, Kenya.

The fourth **World Conference on Women** will be held in Beijing, China, from 4 to 15 September 1995. Convened by the United Nations, this inter-governmental conference will concentrate on ten critical areas of concern in the advancement of women in the world: poverty; education and health; violence; armed conflicts; economic disparity; politics; national and international institutions; human rights; mass media; and environment and development. *A draft platform of action* is avaiable from the Division for the Advancement of Women, Room DC2-1220, United Nations, New York, NY 10017, United States of America.

The main purpose of *INSTRAW news* is to describe the work accomplished by the **United Nations International Research and Training Institute for the Advancement of Women** — INSTRAW, and to inform governmental and non-governmental organizations, research centres, women's groups and any concerned individuals about its activities. *INSTRAW news* is available free of charge in English, French and Spanish from: INSTRAW, P.O. Box 21747, Santo Domingo, Dominican Republic.

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CARIBBEAN CURRICULUM

Caribbean curriculum (ISSN: 1017-5636) is a refereed journal publishing articles from all relevant subject areas which: (a) describe or evaluate experiments in curriculum intervention of relevance to Caribbean school systems; (b) discuss theoretical matters that can favourably affect thought on education in the Caribbean; and (c) promote continuous curriculum renewal in the Caribbean. It is targeted at practising teachers, as well as at researchers and others interested in curriculum matters. It aims to increase communication and awareness and to provide a forum for discussion on professional issues.

Caribbean curriculum is published twice per year by the Faculty of Education at the University of the West Indies. The editorial committee consists of Dr L.D. Carrington, Prof. Michael Durojaiye, Mrs June George, Dr Ian Robertson, Mrs Lynda Quamina-Aiyejina and Mr Kelvin Jarvis. All manuscripts for publication and all correspondence regarding papers should be sent to the following address:

Mr Kelvin Jarvis,
Caribbean Curriculum,
Faculty of Education,
The University of the West Indies,
St Augustine,
Trinidad.
Fax: (809) 663.96.84
Email: jarvis@educ.uwi.tt

Subscription rates per issue: TT$15.00 in Trinidad and Tobago; Caribbean: US$3.50 + postage; elsewhere: US$10.00 + postage.

Subscription rates per year (2 issues): TT$30.00 in Trinidad and Tobago; Caribbean: US$7.00 + postage; elsewhere: US$10.00 + postage.

The **International Committee of the Red Cross** now publishes a lively and attractive magazine entitled *Red cross, red crescent* about its many humanitarian activities in the world, which is available free of charge in English, French and Spanish. Requests for inclusion on the mailing list should be addressed to: Red Cross, Red Crescent, P.O. Box 372, 1211 Geneva 19, Switzerland.

Advancing Basic Education and Literacy (ABEL) is a project funded by the United states Agency for International Development. The *ABEL information bulletin* series is published by the Academy for Educational Development and is intended to share practical and relevant information on basic education initiatives worldwide and to generate dialogue about and to inspire innovation on basic education in consortium with other agencies.This practical series can be ordered through: Project ABEL, The Academy for Educational Development, 1875 Connecticut Ave., N.W., Washington, DC 20009-1202, United States of America. A more popular magazine-style publication of the ABEL system is *The forum for advancing basic education and literacy*, prepared by the Harvard Institute for International Development, One Eliot Street, Cambridge, MA 02138, United States of America.

In September 1994 the **International Waldorf School Movement** celebrated its seventy-fifth anniversary. Interest for this approach to education has grown enormously and there are now 2,000 institutions — kindergartens, schools and higher education centres — throughout the world. The Friends of Waldorf Education foster initiatives striving to educate children in ways which will enable them to take an active part in shaping the future. They are committed to advancing Rudolf Steiner's educational impulse worldwide, and supporting all attempts to ensure freedom of education. Information is available from: Freunde des Erziehungskunst Rudolf Steiners e.V., Libanonstr. 3, 70184 Stuttgart, Germany.

THE FORTIETH SESSION OF THE IBE COUNCIL

The IBE Council held its fortieth session in Geneva from 17 to 19 January 1995 under the chairmanship of Mrs R. Lerner de Almea (Venezuela).

The Council took note of the Report by the Director of the IBE concerning the Bureau's activities during 1994 and his proposals for the 1995 programme. It approved the IBE's draft programme and budget for 1996-97 (28 C/5) and the text of the Resolution concerning it. The Council made the Director of the IBE and its Working Group responsible for preparing the IBE's Medium-Term Strategy.

In order to become a genuine international observatory in the field of education and to respond better to the information needs of Member States, the IBE should make its potential in this domain better known, provoke information requests and help Member States to develop their information networks. The Council stressed the need for the IBE to take the initiative concerning its role in following up the conclusions of the International Commission on Education for the Twenty-first Century. It expressed its support for the IBE's project to assist Member States in preparing national reports and its project concerning the impact of educational research on decision making.

The Council renewed the mandate of its Working Group, under the chairmanship of Mr. Y. Brunsvick, set up to assist the Director of the IBE in preparing the forty-fifth session of the International Conference on Education (ICE). Taking into account the new regulations increasing the administrative autonomy of the IBE and the Council's responsibilities, it was decided to set up an Administrative Group.

The IBE Council shared the proposal of the Executive Board of UNESCO to devote the forty-fifth session of the ICE, which will be held in Geneva from 30 September to 5 October 1996, to the role of teachers facing the challenges presented by rapid social and educational changes (see information note on page 16).

Concerning the periodicity of ICE sessions following the forty-fifth session, the Council recommended that the date of each session should be chosen according to the theme to be examined and taking into consideration other relevant factors. It proposed that the forty-sixth session of the ICE should be held in the year 2000 and that it should be an opportunity to assess the outcomes of education for all ten years after Jomtien.

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INFORMATION NOTE ON THE FORTY-FIFTH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION

The International Bureau of Education (IBE) will organize from 30 September to 5 October 1996 the forty-fifth session of the International Conference on Education (ICE) on the theme: 'the role of teachers facing the challenges of rapid social and educational change'.

The choice of this theme has been guided by the affirmation of the decisive role played by education in development and the mission which teachers must assume as the main partners in the renovation of education systems. Indeed, modern societies, challenged by numerous economic, social, political, environmental, demographic and other problems, and experiencing rapid changes and a process of globalization, should have available to confront them individuals or citizens who have internalized in a harmonious way knowledge, skills and values, and who are able to exert a positive influence on their own development, as well as that of their community, their nation and of mankind in general. The fulfilment of the human being — the eternal objective of education and the core of the teacher's activity — is the key to any other form of development.

The forty-fifth session of the ICE should provide answers to a series of questions: what functions should teachers assume today, particularly confronted with the new information technologies? How can their professional skills and their humanitarian qualities be improved through pre-service and in-service training adapted to the needs of ever-changing societies? How can the brightest young people be motivated so that they choose this profession and how can this profession be granted the social prestige that it deserves? In short, how can we achieve the preparation of a motivated, competent, well-paid and well-protected teacher, benefiting from high prestige in society, a genuine catalyst in the renewal of education and the champion of an effective partnership between the school, the family, the mass media, teachers' associations and other institutions?

The theme of the forty-fifth session of the ICE will be examined in the general context of development and educational reforms, as well as in relation to the themes of preceding sessions, particularly intercultural/multicultural education (forty-third session, 1992) and education for peace, human rights and democracy (forty-fourth session, 1994). This session will draw inspiration from the outcomes of the work of the International Commission on Education for the Twenty-first Century (the Delors Commission) and from UNESCO's concept of lifelong education for all. It will take place in the context of celebrations for the fiftieth anniversary of the setting up of the United Nations and UNESCO, and will coincide with the thirtieth anniversary of the adoption of the UNESCO/ILO Recommendation on the Status of Teachers, as well as with International Teachers' Day (5 October). On this occasion, the Comenius Medal will be awarded to outstanding researchers, educational research centres and teachers for their original, innovatory and effective work.

This session of the ICE will bring together Ministers of Education of UNESCO's Member States, as well as observers representing organizations of the United Nations System and various intergovernmental and non-governmental organizations. Even though the ICE is an inter-governmental meeting, the session will be open to all those concerned by its theme.

The Conference's work will take the form of Major Debates—each one moderated by an invited guest—and a certain number of round-tables. The latter will be organized by UNESCO units or by concerned IGOs or NGOs, who will present innovatory experiences, pilot projects, the outcomes of research, etc.

The success of the Conference, planned as a forum for dialogue between decision-makers, educators, teachers' associations and parents, and those responsible for the communications media, can only take place through the united efforts of various partners. It is for this reason that the IBE is seeking the thoughts and contributions of specialists who are interested in the theme of this session in order to achieve outcomes which are truly inspiring. For this purpose, the IBE would be particularly grateful if they could:

- send any ideas or proposals likely to reinforce the preparation of documents and discussions during the Conference;
- provide it with any information on innovatory projects connected with the theme of this session;
- let it know if they are in a position to prepare a document on any aspect of the ICE's theme which may possibly be distributed among the participants at the session or published in one of its books;
- indicate to it if they wish to contribute to the organization of a round-table and, in this case and before 1 December 1995, to submit a proposal; the participation of organizations in the financing of these activities would be deeply appreciated;
- propose to it, before 1 March 1996, teachers, researchers, educational establishments or educational research centres to be considered as potential candidates for the award of the Comenius Medal.

Any information to be provided to the IBE or any request for information about the ICE should be addressed to: Mr. Juan Carlos Tedesco, Director, International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland. The IBE would like to thank all those who intend to make a contribution to the success of the forty-fifth session of the ICE.